

Quality Appraisal Inspection Report

Childminder Early Educator
 Inspection date
 Previous inspection date

Yemi Ayo
 13th March 2023
 21st June 2019

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	Good
Organisation, welfare and leadership		Good
Teaching, learning and development		Good
The promotion of children's well-being		Good
Early Years Foundation Stage requirements including safeguarding and child protection.		Effective

What is it like to attend Yemi's early years setting?

This childminder early educator is Good.

The children are happy and secure in the setting. They enjoyed the focus activity completed on the day of the inspection, and they were excited to collect and explore the party balloons. The youngest child enjoyed crawling after the balloons and using their sense of touch to explore. The older children were able to recognise the colours of the balloons. They were able to match the colours together to create groups. To extend the children further they were able to count how many balloons were in each group. One child said, 'Look this balloon is a different shade of blue.' Another child was able to count the balloons from one to eleven.

Yemi used children's interests to engage them in their learning. For example, a child enjoyed playing in the sand pit. Although this wasn't the planned focus activity, the educator encouraged the children to explore and develop his learning about sand. Yemi extends children's learning. If she sees a child has achieved a skill, she quickly praises and challenges them by asking questions to get them to develop their learning further.

Yemi has two children in the setting who are new starters; she has quickly developed a good relationship with the children. The children are developing in confidence and are happy and secure with her.

Yemi's home setting is organised to encourage exploratory play such as free choice boxes, role play kitchen, sand pit, construction, musical instruments which are all accessible for the children. Outside play is a strength within the setting. The space in the garden space is inviting and sparks the children's interest and imagination with swings, slides, see-saw, balls, large sand pit, barked area and mud kitchen.

Yemi promotes good behaviour. She teaches the children how to share toys and, when any opportunities arise, she models how to share and shows the children how to make good choices. The children enjoy the praise and positivity the educator gives them.

What does the early years setting do well?

- Yemi knows the children well, she can talk about their starting points, next steps and the progress they have made in her setting.
- The indoors of Yemi's home setting is inviting. There is a range of toys and equipment to develop the children's engagement and learning further. The role play kitchen, sand pit, free choice boxes, construction blocks, books, large tent are all accessible for the children to play with independently.
- Books of interest are accessible for the children to self-select to develop a love for reading both fiction and non-fiction.
- There are multicultural displays in the playroom are a great talking point with the children. These include photographs of people from around the world, different types of food from and information about different religions. All promoting the diverse world we live in.

- Yemi uses the EY Log app to share assessment details with parents. All parents receive baseline assessments and observations of the children's learning.
- Parents have regular feedback about the progress of the children through face-to-face meetings, observations and photographs.
- Yemi is flexible and meets the needs of parents' work patterns and shifts.
- The enrolment process for the children is thorough. The parents complete an 'All about Me' document giving lots of details regarding the children's likes and dislikes as well as routines and eating habits etc. This supports with a smooth transition into the setting.
- The educator encourages the children to be independent. They are able to tidy the toys away with music playing to support and make it fun.
- All policies and procedures are in place and regularly updated.
- Detailed risk assessments are in place to keep the children safe and minimise risk.
- Yemi is self-reflective; she is always thinking of ways to improve her setting.

What does the setting need to do to improve?

- The next steps for the children are appropriate. However, Yemi can develop this further to include all areas of the EYFS learning & development requirements, whilst considering the ages and stages of the child development.
- Closely monitor children's progress by completing summative reports to help track progress

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the possible signs and symptoms a child may be at risk of harm. She recognises different types of abuse children may be at risk from including radicalisation and extremism. The childminder knows about her local council's children's social care department whom she must report concerns. The educator's home where the children play is safe and secure. She carries out risk assessments of the environments to ensure the children are safe. The childminder carries out checks when they leave the home to minimise risks when they visit places in the community. This assures the safety and welfare of the children.

More information about this childminder early educator

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY000037
Inspection visit date	28/3/2022
Previous inspection date	21/6/2019
Local Authority	Nottinghamshire
Age range of children	0 – 17

The childminder was registered in 2016. She has an appropriate early years qualification at level 3. The childminder is open weekdays all year round, except 2 weeks at Christmas. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The inspector was Jenni James

As part of the visit, the inspector completed a range of activities including:

- Observing the quality of teaching during activities and assessing the impact this has on children's learning. Including conducting a joint evaluation with the educator of a planned adult led activity.
- Discussing the childminder's practice at appropriate times throughout the visit
- Reviewing the children's assessment records, observations and planning on the agency's EYFS learning journal software
- Viewing the areas of the house used for early education and reviewing a selection of policies.
- Collecting the views of parents from surveys, the educator's own questionnaires and any spoken to on the day
- Discussing the educator's self-evaluation and plans for improvement.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage. If you are not happy with the inspection or the report, you can complain to Ofsted.

More Information about the Quality Appraisal Inspection visit

The Quality Appraisal Inspection visit was conducted by a Support, Advice and Mentor (SAM) from @Home Childcare Childminder Agency in line with A guide for Childminder Agencies⁽¹⁾. The SAM reviewed all aspects of the childminder's setting to ensure they were meeting the requirements of the Early Years Foundation Stage Statutory Framework⁽²⁾. The quality of the childminder's practice was assessed using aspects of the agency's own evaluation schedule with reference to the Environment Rating Scales ⁽³⁾ and Ofsted's Inspection Evaluation Schedule. ⁽⁴⁾.

(1) *A guide for childminder agencies* (October 2021) Department for Education

(2) *Statutory framework for the early years foundation stage* (September 2021) Department for Education

(3) *Infant/Toddler Environment Rating Scale* (Harms, Cryer and Clifford); *Early Childhood Environment Rating Scale* (Harms, Cryer and Clifford); *ECERS –E (Curricular Extension)* (Sylva, Siraj-Blatchford and Taggart); *Assessing quality in early childhood education and care, Sustained Shared Thinking and Emotional Well-being Scale* (Siraj, Kingston and Melhuish)

(4) *Early Years Inspection Handbook* (May 2019) Ofsted ⁽⁴⁾.